

LESSON PLAN SESSION 2024-25

TARGET GROUP: CLASS XII (ECONOMICS)

SUBJECT: ECONOMICS

MONTH	Monthly work	Learning Outcomes		Inclusive practices	SUSTAINABLE DEVELOPMENT GOALS	Feedback and remedial teaching
		Learning outcomes	Innovative, Life skill , experiential learning ,art integration etc			

<p>APRIL</p>	<p>:Introduction (Indian Eco.) India on the eve of independence</p> <p>□ The situation of demographic, foreign trade, agriculture, industrial, infrastructure on the eve of independence.</p>	<ol style="list-style-type: none"> 1. To know the state of Economy on the Eve of Independence. 2. To know the state of Agricultural sector on the Eve of Independence. 3. To know the state of Industrial sector on the Eve of Independence. 4. To understand the demographic condition of people under British Rule. 5. To understand occupational structure during the British Rule. 6. To explain positive impact of British Rule in India 	<p>Critical thinking</p> <p>Awareness towards exploitation of Human Resources during British Rule.</p> <p>Understand Economic Backwardness and stagnant state of Indian Economy.</p> <p>Empathy towards Indian people.</p> <p>ART INTEGRATION ; map work</p>	<p>Students belonging to farming and non farming families will discuss challenges faced in markets .</p> <p>Those who belong to villages will discuss various crafts famous in their areas.</p>	<ul style="list-style-type: none"> • • • <p>SDGs – peace and justice and strong institution</p>	<p>Questions will be given to the students for assessment</p>
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	<p>MONEY AND BANKING</p> <p>Functions of money Forms of money Banking system and RBI</p>	<p>1. To enable students to understand BANKING system</p> <p>2. to understand monetary policy</p> <p>3. to understand FUNCTIONS OF RBI</p>	<p>ROLE PLAY on process of taking loan and depositing money.</p>	<p>Encourage engagement of middle class families in depositing money in banks to strength financial base of banks</p>	<p>SDGs partnership for the goals</p>	<p>Verbal questions will be asked</p>
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<p>May</p>	<p>National income</p>	<p>1. To define the meaning of GDP and NDP 2.TO understand domestic territory and normal resident 3.to sensitise students about rationale of calculating NY</p>	<p>LIFE SKILLS : 1. Critical thinking 2. Awareness towards the strengthening of INCOME GENERATION activities 3.concern for society discipline</p> <p>ART INTEGRATION : flow charts will be used.</p>	<p>Group discussions will be done among small buddy groups . they will discuss the concepts among one another and each group will give presentation.</p>	<p>SDGs – decent work and economic growth.</p>	<p>The question will be solved through worksheets Doubts will be cleared up.</p>
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<p>july</p>	<p>□ Determination of income and employment AD and AS , Excess and deficient demand, multiplier</p>	<p>1 to understand short run equilibrium 2.to understand meaning of AD and AS 3. TO UNDERSTAND excess and deficient demand To understand terms mpc ,mps ,apc , aps 4 to understand multiplier</p>	<p>Life skills 1.Critical thinking 2. problem solving approach using real life examples 3. bear the effects of recession 3.art integration-a project will be given on working of investment multiplier</p>	<p>A project will be given on this topic in groups and group will present it using imaginary quantitative example .</p>	<p>SDG : responsible production and consumption</p>	<p>Students will be assessed through giving them open end questions and inviting suggestions .</p> <p>Numerical questions will be given for practice .doubts will be cleared.</p>
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<p>AUGUST</p>	<p>□ ECONOMIC REFORMS GOVT BUDGET FOREIGN EXCHANGE AND BOP</p>	<p>1 TO UNDERSTAND LIBERALISATION , privatisation and globalisation 2 to understand demonetisation 3. to understand rate of currency exchange 4. to comprehend effect of LPG POLICY on india 5. to comprehend union budget .</p>	<p>Life skills 1. creative and critical thinking 2. problem solving approach 3. respect towards country's economic policies 4. using foreign exchange of our country conservatively .</p> <p>Art integration : drama { students will do role play to show effect of LPG policy on welfare of poor.</p>	<p>Students belonging to weaker section will understand importance of subsidies and rich class will create positive outlook towards tax policy. Students planning to go abroad will understand how currencies are exchanged</p>	<p>SDG : reduce inequality , Partnership for goals</p>	<p>Assignment questions will be given Doubts will be cleared up .</p>
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<p>October</p>	<p>Current challenges facing indian economy Unemployment ,rural development ,human caoital environment and environment protection</p>	<ol style="list-style-type: none"> 1. To know the meaning of the term Employment. 2. To understand the growth and Changing structure of Employment. 3. To understand Informalisation of Workforce. 4. To know different types of unemployment. 5. To explain the causes of increasing unemployment in India. 6. Sensitise towards environment . 7. To understand about positive and negative effects of migration . 	<ul style="list-style-type: none"> • Life skill learned :Critical thinking • Empathise towards rural people and unemployed people . • Sensitise towards brain drain <p>Art integration : creating a short play and act on it . Make useful products by using local resources and waste products like recycling etc</p> <p>With this students will understand Importance of work to earn a living.</p> <ul style="list-style-type: none"> • Enables to contribute to National income. <p>Social responsibility towards environment protection will be created</p>	<p>Group discussion and quizzes to encourage participation of all students</p>	<p>SDG s sustainable cities and communities decent work and economic growth no poverty and hunger.</p>	<p>Feedback collected through Observation method : class participation and answering questions asked</p>
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	<p>Comparative analysis of india china and Pakistan</p>	<p>1 to understand policies of india and china 2.to understand policies of Pakistan 3. sensitise towards relation of india with china and Pakistan 4. to demonstrate economic understanding of differences in these three economies</p>	<p>Life skills 1'Critical thinking 2. problem solving approach 3.relate the topic with real life 4.respect for country's policies Art integration : map work</p>	<p>All the students to be divided in three groups. Each group representimh each economy. Mock meeting among representatives of these three economies may be conducted. They will discuss about their policies and will take suggestions from each other .</p>	<p>SDGs peace justice and strong institution partnership for goals</p>	
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